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ABSTRACT

The English as a Second Language (ESL) department is City College of San Francisco's (CCSF's) (California) largest department, offering both credit and non-credit classes and accounting for 3,993 credit students and 21,025 noncredit students in fall 1993. To gather data on Department success, a study was conducted to determine successful course completion rates (i.e., students achieving at least a grade of C minus) for each credit ESL course over 2 fall semesters. Rates were calculated for continuing credit and new credit ESL students, while new credit students were further categorized as former non-credit ESL students at CCSF, foreign students, students from United States (US) high schools, and students from non-U.S. high schools. Study findings included the following data for fall 1993: (1) credit ESL students had a course completion rate of 83.2%, compared to an college-wide credit course completion rate of 80.5%; (2) core grammar and writing ESL courses, however, had lower completion rates than ESL credit courses in general; (3) new credit ESL students, who were tested and placed into particular course levels, had higher course completion rates than continuing credit ESL students; (4) new foreign students had the highest overall credit ESL course completion rate at 88.63%; (5) the average overall course completion rate for new credit ESL students who were formerly non-credit ESL students at CCSF was 80.25%; and (6) new credit ESL students from US high schools had the lowest overall course completion rate at 66.46%. (Data tables are appended.) (KP)

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CITY COLLEGE OF SAN FRANCISCO

CREDIT ESL COURSE COMPLETION

ED 386 237

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CITY COLLEGE

INSTITUTIONAL DEVELOPMENT, RESEARCH AND PLANNING
REPORT 956-01, AUGUST 1995

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ABSTRACT

The English as a Second Language (ESL) department is City College of San Francisco's largest department. Through both Credit and Noncredit ESL classes, thousands of students are prepared to enter "mainstream" courses and vocational programs. Often an ESL student's journey toward degree, career, or transfer is long. Are ESL students succeeding? Which students? How successful are they?

This study, requested by the ESL Credit Curriculum Committee, takes an initial look at success by focusing on successful course completion (C minus or higher) rates for each Credit ESL course over two fall semesters. These rates are calculated for Continuing Credit ESL students and New Credit ESL students. New students are further broken out into the following categories: 1) students who have taken Noncredit ESL courses at City College, 2) Foreign students with F1 Visas, 3) students from U.S. high schools, 4) students from Non-U.S. high schools.

Please read the full report for details and discussion of the overall findings presented here:

- Credit ESL students have an overall course completion rate of 83.2% for Fall 1993 compared to City College's overall credit course completion rate of 80.5% for Fall 1993, as reported in the Fall 1994 Accountability Atlas (pp.24, 22).

- Credit ESL students in the "core courses," namely grammar and writing courses G, H, 1GW/1GWR, 2GW/2GWR, 3G & 3C/3CG, 28, and 40, have lower course completion rates than the overall Credit ESL course completion rate. (See Appendix 7 for new course numbering system beginning Fall 1995.)

- Credit ESL students in 2GW and earlier courses, despite a smaller class size, do not have consistently higher course completion rates compared to subsequent, larger courses.

- New Credit ESL students, who are tested and placed into a particular course level, have higher course completion rates than Continuing Credit ESL students, who are promoted from one course level to the next.

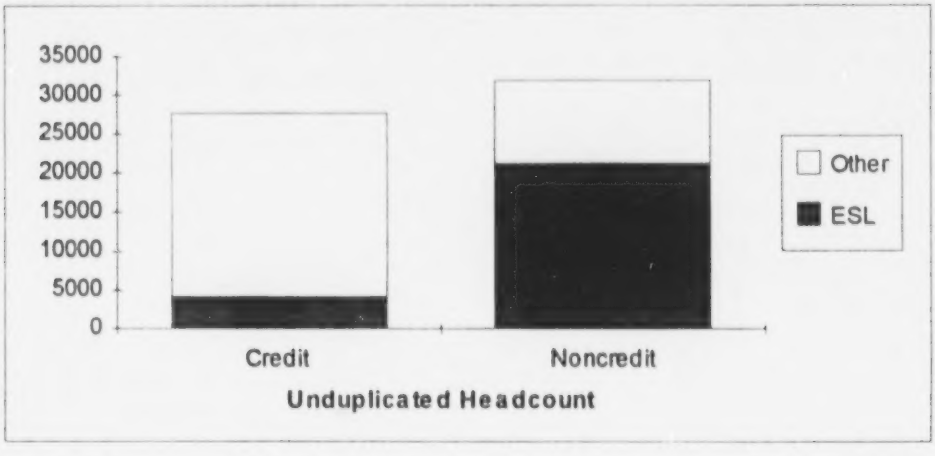
- New foreign students with F1 visas, a subset of New Credit ESL students, have the highest overall Credit ESL course completion rate: 88.63% for Fall 1993.

- New Credit ESL students who came from Noncredit ESL also have a higher than average overall course completion rate: 80.25% for Fall 1993.

- New Credit ESL students from U.S. high schools have the lowest overall course completion rate: 66.46% for Fall 1993.

CITY COLLEGE OF SAN FRANCISCO
CREDIT ESL COURSE COMPLETION

The English as a Second Language (ESL) department at City College of San Francisco offers both Credit and Noncredit classes. The ESL department employs more than 300 faculty members. One of the college's largest Credit departments, ESL generated 1,858 of City College's 20,329 Credit FTES (Full-time-Equivalent-Students) in the 1993-1994 academic year. ESL comprised 9,035 of 13,341 Noncredit FTES for the same year.[1] For Fall 1993, the unduplicated student headcount for Credit ESL was 3,993 and for Noncredit ESL was 21,025, compared to the respective student enrollments of 27,674 credit and 31,870 noncredit.[2]



The ESL department offers a large number of basic skills, "Gateway," courses. That is, many students must take ESL courses to be equipped to succeed in college-level coursework. Learning a new language as an adult can be a lengthy, time-consuming process.

Due to the ESL department's size, its importance as a basic skills provider, one question asked about all departments becomes particularly poignant: Are ESL students succeeding? Many definitions of success exist. Meeting career or transfer goals is often considered the ultimate "success" for many City College students, including Credit ESL students. However, this report starts at the beginning by focusing on the most fundamental element of success: successful course

[1] E. Raznick, Office of Business Services, data for Program Review Data for 1992-93 and 1993-94, 4/11/95
[2] CCSF enrollments from Accountability Atlas, Fall 1994, pp.5-6; ESL enrollments from ISIS data

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completion. ESL students unable to succeed in or progress through the ESL curriculum have little hope of enrolling and succeeding in transfer-level courses.

STUDY REQUEST AND THE ROLE OF RESEARCH

The ESL department maintains a Credit Curriculum Committee, which requested the following information on the success of its students:

1. Percentage of students with successful completion (C minus or better, or Credit) of ESL courses calculated without Drops and Incompletes in the total enrollment. (Calculated both with and without Withdrawals in the total enrollment.)
2. Course completion rates for Continuing students (students who have taken a Credit ESL course before) and New students (students who have not taken a Credit ESL course before).
3. Course completion rates for the following subcategories of New students:
    - former Noncredit ESL students
    - F1 Visa / Foreign students
    - former U.S. High School students
    - former Non-U.S. High School students

Research, in this instance, provides quantitative "pointers," specifically course completion and withdrawal rates, that indicate which courses and which students have the lowest course completion rates. The ESL Credit Curriculum Committee plans to examine course outlines, course material, and teaching methodology for those courses which appear to be "sticking points" in the curriculum and require the most attention. The Committee will compare the course outline of each course with a low course completion rate to the prior course in the sequence to see how the skill sets taught are articulated from one course to the next. They will also assess what can be done to help students who are having, in general, the most difficulty progressing through the sequence. The Abstract presented on page one and the discussion below comment on the overall trends in the data.

METHODOLOGY

Data for this study was derived from two sources:

1. Class Extracts of the City College's student data system (ISIS) were compiled using statistical analysis software (SAS). These results are shown on Appendix pages 1-2. The table cells include the NUMBER of successful students (those success who received A, A-, B+, B, B-, C+, C, C-, Credit grades) and the PERCENT of the End Enrollment (including Withdrawals) that those students represent. Students enrolled in more than one course within a semester are included in each of those courses. However, there is no duplication between the "New" subcategories. For example, if a student is from a Non-U.S. High School and has taken courses in Noncredit ESL, they are included only in the Noncredit category, but they are

included in that category for each Credit ESL courses they took that Fall. Groups 4, 5, 6, and 7 add up to Group 3. Overall differences ("trends") within Groups 1, 2, and 4 are statistically significant (chisq is less than .05). However, no particular difference (for example, a difference between two given courses G and H) has been proven significant. ISIS data was generated week of February 20

2. ITS-generated ICL80 reports were used to compile course completion rates which exclude Withdrawals, and to compile Withdrawal rates. These findings, which are not discussed in detail in this report, will be used primarily by the ESL Credit Curriculum Committee. They are attached here for reference.

Findings in this report were reviewed by the Research Committee (a subcommittee of the Masterplan Committee), the ESL Credit Curriculum Committee, and the chair of the ESL department prior to publication.

DISCUSSION

Many factors can affect course completion. Factors in this initial examination include course type, class size, and the "route" through which students enter a Credit ESL course (i.e. Continuing students versus categories of New students). While class size is not a determining factor for course completion rate, course type and route do appear to affect course completion. Certain course material is more difficult for many Credit ESL students. And certain students do better, in general.

Overall. Credit ESL students are at least as successful as the average City College student according to the definition of course completion. Overall, Credit ESL students have a course completion rate of 83.2% for Fall 1993, higher than City College's overall credit course completion rate of 80.5% for Fall 1993.[3] This overall rate, however, is comprised of a variety of course completion rates within Credit ESL; Credit ESL course completion rates vary according to course type and student category.

Course type. Course completion rates vary with course content; some course material appears to be more difficult to learn and/or more difficult to teach. "Core courses" which emphasize grammar and writing skills (courses G, H, 1GW, 2GW, 2GWR, 3G, 3C, 3CG, 28, and 40) have lower course completion rates than the overall course completion rate (Group 1, Appendix pp.1-2). Grammar and writing skills are generally considered to be more difficult to acquire than other language skills such as conversation skills.

Class size. Class size alone does not determine course completion rate. 2GW is the last course in the Credit ESL sequence with a cap of 25 students; all subsequent courses have a cap of 31. Students in the smaller 2GW and earlier courses do not have consistently higher course completion rates (Group 1, Appendix pp.1-2).

[3] Accountability Atlas, Fall 1994, pp.24, 22

New versus Continuing students. New students (Group 3, Appendix pp.1-2) have higher course completion rates than Continuing students (Group 2, Appendix pp.1-2).[4] New students are tested and placed into a particular course level; Continuing students are promoted from one course level to the next. This success difference might be partially attributed to high "cut scores" on placement tests and/or leniency in grading, creating a difference in entering skill level between students tested into and students promoted into a course. However, not all New students have higher course completion rates than Continuing students. Another reason for this difference in course completion rates might be that some new students are particularly well-prepared and/or more motivated to succeed, as indicated by the fact that some new students have very high course completion rates. In particular, New students who have taken Noncredit ESL, Foreign students with F1 Visas or other students who were most recently enrolled in a Non-U.S. high schools have higher overall course completion rates than Continuing students.

New Students: Foreign Nationals. Foreign Students (Group 5, Appendix pp.1-2) have the highest overall Credit ESL course completion rate: 88.63% for Fall 1993. Foreign students have higher course completion rates than all other New students, even though all New students are placed according to an assessment of their skills. Foreign students must pass an examination (TOEFL) in order to enter the U.S. with F1 visas; they almost always place at 2GW or above.

New Students: Noncredit ESL. Students who have taken Noncredit ESL (Group 4, Appendix pp.1-2) also have a higher than average overall course completion rate. Traditionally, the "top" of Noncredit ESL is assumed to segue best into 3C and 3G, and by implication the assumption has been that "Level 3" is most appropriate point for students to transfer. In fact, these "Level 3" students do have high course completion rates; however, former Noncredit ESL students taking "Level 2" have course completion rates similar to students taking 3C and 3G.

New Students: U.S. High Schools. Students whose most recent education was from a U.S. high school (Group 6, Appendix pp.1-2), most of whom attended San Francisco Unified School District (SFUSD), have the lowest overall course completion rate

Current Curriculum Reform. Credit ESL recently combined courses at each of the levels 1, 2, and 3 to create intensive courses. For example, ESL 1GW and 1RV combined into 1GWR. In two of the three combined courses, students have higher course completion rates (Group 1, Appendix pp.1-2). Current data is insufficient to define an overall trend; more longitudinal data is needed.

The ESL Credit Curriculum Committee was gratified that their students are successfully completing their courses. Committee members consider the fact that core courses had lower than average course completion rates to be "common knowledge." Committee members were most interested in the course completion rates for individual courses in the sequence, and those for New compared to Continuing students.

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[4] This difference was more pronounced in Fall 1994; Continuing students had higher success rates in Fall 1993 than Fall 1994.

The finding that Continuing students have lower course completion rates than New students implies that the articulation between courses in the Credit ESL sequence of the skills taught is another factor influencing successful course completion. The ESL Credit Curriculum Committee plans to examine this factor in detail, investigating whether Continuing students get what they need in a given course to progress successfully through the next course in the sequence. The Committee hopes to smooth the transition between courses in the Credit ESL sequence.

The perennial question remains: could continuing students be moved through the ESL curriculum more quickly? Or should the sequence be lengthened, either by providing more courses or keeping students in courses longer, to provide students with more preparation at each step in the sequence? The lower course completion rates for Continuing students indicate that students should not be promoted more quickly unless it is somehow possible to make changes in the curriculum that will enhance and hasten progress through the sequence. Credit ESL already made some modifications to their curriculum; however, the results of those changes are not yet conclusive.

The variance in course completion rates between New students indicates that some students may need additional help. In particular, the low course completion rate of students from U.S. high schools engenders concern. How could these students become more successful? It is gratifying that students move successfully from Noncredit ESL to Credit ESL, but is there a way to optimize this transition? Is there a "best" moment in the curriculum for that transition?

DIRECTIONS FOR FUTURE RESEARCH

The Research Committee, the ESL Credit Curriculum Committee, and the ESL Department Chair commented on this report, and generated a number of additional questions. The Office of Research is considering a number of directions in which to pursue further research about ESL students.

- Now that know a little more about Credit ESL students, what are the profiles of successful Noncredit ESL students? At which level are Noncredit ESL courses most effective in preparing students for the Credit curriculum?
- Many students leave Noncredit ESL at Level 5/6 -- where do these students go and are they successful? How effective is the VESL (Vocational ESL) program?
- How successful are Credit ESL students in "mainstream" credit academic and vocational courses? In particular, how successful are former Credit ESL students in English 94, 96, and 1A, e.g. compared to overall success rates for those courses?
- How can we help students who matriculate from SFUSD be more successful in Credit ESL? Is Unified's ESL curriculum more literature-based and less writing-based than CCSF's ESL curriculum? Would a "bridge" program be useful? concurrent enrollment? better diagnostics?
- How successful/persistent are students who have passed the very beginning levels of literacy, Literacy A and/or B, as they proceed in the Noncredit ESL program?

OTHER ESL RESEARCH AND REPORTS AVAILABLE

Contact the following faculty in ESL for information on completed and in-progress studies of ESL. Their projects are not directly related to this study; some do discuss success, but from a perspective other than course completion. Their specialty area(s) follow their names.

- Nina Gibson, AA/AS Degrees Awarded to ESL Students and Credit ESL
- Kitty Moriwaki, Matriculation and Placement Testing, Credit
- Nadia Scholnick, Placement, Promotion and Certificate Testing, Noncredit
- Leslie Smith, Enrollment Trends for Credit and Noncredit, state legislation
- Tom Tragardh, Credit ESL and English
- Laura Walsh, Credit ESL and Matriculation

Special Thanks to Nina Gibson and Laura Walsh for reading and re-reading this report.

ESL COURSE COMPLETION, FALL 1993

ESL COURSE	GROUP 1 All Credit ESL	GROUP 2 Continuing Credit ESL	GROUP 3 New Credit ESL	GROUP 4 New from 1) Non-credit ESL	GROUP 5 New with 2) F1 Visa	GROUP 6 New from 3) U.S. High School	GROUP 7 New from 4) Non-U.S. High School
G	59	7	52	31	--	15	6
	72.84%	63.64%	74.29%	77.50%	--	68.18%	75.00%
H	124	41	83	42	0	25	16
	73.81	69.49	76.15	75.00	0.00	78.13	80.00
H-A	17	0	17	7	--	7	3
	73.91	0.00	77.27	70.00	--	87.50	75.00
1GW	212	127	85	43	--	29	13
	70.67	70.95	70.25	74.14	--	67.44	65.00
1RV	242	103	139	64	--	57	18
	68.75	70.07	67.80	71.91	--	64.77	64.29
1CS	179	99	80	48	--	25	7
	78.51	81.15	75.47	81.36	--	69.44	63.64
1GWR	64	32	32	21	--	5	6
	81.01	88.89	74.42	87.50	--	50.00	66.67
7	69	56	13	5	1	2	5
	81.18	82.35	76.47	71.43	100.00	66.67	83.33
2GW	407	206	201	68	16	82	35
	76.22	76.30	76.14	81.93	94.12	68.33	79.55
2RV	435	246	189	61	16	75	36
	70.73	68.52	73.83	73.49	100.00	67.57	80.00
2CS	253	172	81	48	2	19	12
	86.94	87.76	85.26	90.57	100.00	76.00	80.00
2GWR	34	15	19	13	1	1	4
	57.63	53.57	61.29	56.52	100.00	33.33	100.00
8	88	41	47	26	--	8	13
	81.48	80.39	82.46	86.67	--	72.73	81.25
3G	566	263	303	99	51	81	72
	71.28	68.13	74.26	90.00	91.07	58.27	69.90
3C	546	288	258	79	33	85	61
	70.27	66.98	74.35	84.04	80.49	59.86	87.14
10	20	18	2	1	--	--	1
	76.92	81.82	50.00	100.00	--	--	33.33
28	567	406	161	43	32	46	40
	68.31	65.17	77.78	89.58	86.49	71.88	71.43
9	208	156	52	3	5	17	27
	92.44	93.98	88.14	75.00	100.00	80.95	93.10
40	514	335	179	9	30	65	73
	70.80	68.65	75.21	64.29	88.24	71.43	75.26
OVERALL	**73.07%**	**71.69%**	**74.95%**	**80.25%**	**88.63%**	**66.46%**	**76.19%**

Note: End Enrollment includes Withdrawals.
The top numbers in the table = The number of students who successfully completed the course (C- or better, or Credit).
The percentage of students successfully completing the course is shown below each number.

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ESL COURSE COMPLETION, FALL 1994

ESL COURSE	GROUP 1 All Credit ESL	GROUP 2 Continuing Credit ESL	GROUP 3 New Credit ESL	GROUP 4 New from 1) Non-credit ESL	GROUP 5 New with 2) F1 Visa	GROUP 6 New from 3) U.S. High School	GROUP 7 New from 4) Non-U.S. High School
G	19	0	19	12	--	3	4
	67.86%	0.00%	70.37%	75.00%	--	50.00%	80.00%
H	106	34	72	42	--	17	13
	69.28	66.67	70.59	73.68	--	70.83	61.90
H-A	14	1	13	6	--	2	5
	82.35	100.00	81.25	75.00	--	100.00	83.33
1GW	136	61	75	31	1	27	16
	60.44	56.48	64.10	60.78	50.00	64.29	72.73
1RV	179	63	116	50	1	39	26
	70.20	67.02	72.05	72.46	50.00	68.42	78.79
1CS	132	63	69	36	0	18	15
	77.19	86.30	70.41	69.23	0.00	85.71	65.22
1GWR	79	36	43	27	--	7	9
	73.15	72.00	74.14	79.41	--	58.33	75.00
7	94	69	25	15	--	4	6
	78.33	79.31	75.76	100.00	--	44.44	66.67
2GW	306	158	148	48	23	50	27
	66.81	61.48	73.63	80.00	82.14	64.10	77.14
2RV	333	139	194	55	25	76	38
	70.25	65.57	74.05	80.88	86.21	69.72	67.86
2CS	219	136	83	47	3	23	10
	86.56	86.62	86.46	87.04	100.00	82.14	90.91
2GWR	66	30	36	23	2	9	2
	62.86	56.60	69.23	74.19	100.00	69.23	33.33
8	78	40	38	17	1	7	13
	75.73	72.73	79.17	85.00	100.00	77.78	72.22
3G	463	203	260	63	51	70	76
	67.99	61.89	73.65	81.82	89.47	59.32	75.25
3C	431	232	199	51	37	55	56
	68.74	65.72	72.63	87.93	84.09	62.50	66.67
3CG	72	40	32	4	9	8	11
	83.72	83.33	84.21	100.00	100.00	72.73	78.57
10	49	41	8	3	--	1	4
	87.50	87.23	88.89	100.00	--	100.00	80.00
28	559	364	195	29	44	49	73
	65.38	59.87	78.95	78.38	88.00	67.12	83.91
9	294	246	48	5	2	16	25
	88.02	91.11	75.00	100.00	100.00	72.73	71.43
40	470	361	109	6	20	33	50
	61.20	59.18	68.99	54.55	80.00	60.00	74.63
OVERALL	**69.75%**	**66.91%**	**73.82%**	**78.08%**	**85.55%**	**66.07%**	**73.69%**

Note: End Enrollment includes Withdrawals.

ESL COURSE COMPLETION, FALL 1993

CAMPUS	SUBJ	COURSE	# SECT	END ENRL	A+C,Cr	WITHDR	% A-C,Cr	% Withd
1	ESL	G	1	31	22	0	71.0%	0.0%
4	ESL	G	1	20	17	2	85.0%	10.0%
5	ESL	G	1	26	20	2	76.9%	7.7%
Subtotal			***3***	***77***	***59***	***4***	***76.6%***	***5.2%***
1	ESL	H	3	74	66	14	89.2%	18.9%
3	ESL	H	1	19	17	6	89.5%	31.6%
4	ESL	H	1	24	20	1	83.3%	4.2%
5	ESL	H	1	23	21	7	91.3%	30.4%
Subtotal			***6***	***140***	***124***	***28***	***88.6%***	***20.0%***
7	ESL	H-A	***1***	***18***	***17***	***5***	***94.4%***	***27.8%***
1	ESL	1GW	***10***	***268***	***212***	***33***	***79.1%***	***12.3%***
1	ESL	1RV	***16***	***295***	***242***	***58***	***82.0%***	***19.7%***
1	ESL	1CS	7	160	145	28	90.6%	17.5%
3	ESL	1CS	1	15	14	1	93.3%	6.7%
5	ESL	1CS	1	21	20	8	95.2%	38.1%
Subtotal			***9***	***196***	***179***	***37***	***91.3%***	***18.9%***
1	ESL	1GWR	1	26	23	3	88.5%	11.5%
3	ESL	1GWR	1	16	16	5	100.0%	31.3%
5	ESL	1GWR	1	26	25	4	96.2%	15.4%
Subtotal			***3***	***68***	***64***	***12***	***94.1%***	***17.6%***
1	ESL	2CS	9	246	231	25	93.9%	10.2%
5	ESL	2CS	1	24	22	2	91.7%	8.3%
Subtotal			***10***	***270***	***253***	***27***	***93.7%***	***10.0%***
Total: Basic Skills Courses			**58**	**1,332**	**1,150**	**204**	**86.3%**	**15.3%**
1	ESL	7	***3***	***79***	***69***	***8***	***87.3%***	***10.1%***
1	ESL	2GW	20	474	396	58	83.5%	12.2%
2	ESL	2GW	1	14	11	4	78.6%	28.6%
Subtotal			***21***	***488***	***407***	***62***	***83.4%***	***12.7%***
1	ESL	2RV	22	509	425	98	83.5%	19.3%
2	ESL	2RV	1	13	10	4	76.9%	30.8%
Subtotal			***23***	***522***	***435***	***102***	***83.3%***	***19.5%***
1	ESL	2GWR	1	25	15	4	60.0%	16.0%
5	ESL	2GWR	1	27	19	5	70.4%	18.5%
Subtotal			***2***	***52***	***34***	***9***	***65.4%***	***17.3%***

Note: End Enrollment does not include Withdrawals.

ESL COURSE COMPLETION, FALL 1993

CAMPUS	SUBJ	COURSE	# SECT	END ENRL	A+C,Cr	WITHDR	% A-C,Cr	% Withd
1	ESL	8	2	51	46	10	90.2%	19.6%
2	ESL	8	1	25	25	0	100.0%	0.0%
4	ESL	8	1	20	17	2	85.0%	10.0%
Subtotal			*4*	*96*	*88*	*12*	*91.7%*	*12.5%*
1	ESL	3G	23	581	467	103	80.4%	17.7%
2	ESL	3G	1	28	27	2	96.4%	7.1%
3	ESL	3G	1	28	26	3	92.9%	10.7%
4	ESL	3G	1	27	25	4	92.6%	14.8%
5	ESL	3G	1	22	21	1	95.5%	4.5%
Subtotal			*27*	*686*	*566*	*113*	*82.5%*	*16.5%*
1	ESL	3C	23	580	466	104	80.3%	17.9%
2	ESL	3C	1	24	20	4	83.3%	16.7%
3	ESL	3C	1	28	22	4	78.6%	14.3%
4	ESL	3C	1	22	19	5	86.4%	22.7%
5	ESL	3C	1	20	19	0	95.0%	0.0%
Subtotal			*27*	*674*	*546*	*117*	*81.0%*	*17.4%*
1	ESL	10	*1*	*22*	*20*	*4*	*90.9%*	*18.2%*
1	ESL	9	7	189	189	11	100.0%	5.8%
4	ESL	9	1	19	19	6	100.0%	31.6%
Subtotal			*8*	*208*	*208*	*17*	*100.0%*	*8.2%*
Total: Assoc. Degree Courses			**116**	**2,827**	**2,373**	**444**	**83.9%**	**15.7%**
1	ESL	28	24	662	507	108	76.6%	16.3%
2	ESL	28	1	35	31	2	88.6%	5.7%
4	ESL	28	1	31	29	4	93.5%	12.9%
Subtotal			*26*	*728*	*567*	*114*	*77.9%*	*15.7%*
1	ESL	40	*26*	*614*	*514*	*124*	*83.7%*	*20.2%*
Total: Transfer Courses			**52**	**1,342**	**1,081**	**238**	**80.6%**	**17.7%**
TOTAL			**226**	**5,501**	**4,604**	**886**	**83.7%**	**16.1%**

SOURCE: ICL-80 (Final Grade Distribution Report), Fall 1993.

Campus Code:

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Note: End Enrollment does not include Withdrawals.

ESL COURSE COMPLETION, FALL 1994

CAMPUS	SUBJ	COURSE	# SECT	END ENRL	A+C+Cr	WITHDR	%A-C,Cr	% Withd
1	ESL	G	1	24	19	4	79.2%	16.7%
1	ESL	H	3	63	47	7	74.6%	11.1%
3	ESL	H	1	15	15	6	100.0%	40.0%
4	ESL	H	1	12	12	2	100.0%	16.7%
5	ESL	H	2	39	32	9	82.1%	23.1%
Subtotal			7	129	106	24	82.2%	18.6%
7	ESL	H-A	1	16	14	1	87.5%	6.3%
1	ESL	1GW	8	182	136	43	74.7%	23.6%
1	ESL	1RV	11	221	179	36	81.0%	16.3%
1	ESL	1CS	5	108	100	19	92.6%	17.6%
4	ESL	1CS	1	13	11	4	84.6%	30.8%
5	ESL	1CS	1	23	21	7	91.3%	30.4%
Subtotal			7	144	132	30	91.7%	20.8%
1	ESL	1GWR	2	47	41	10	87.2%	21.3%
5	ESL	1GWR	2	43	38	8	88.4%	18.6%
Subtotal			4	90	79	18	87.8%	20.0%
1	ESL	2CS	8	189	181	18	95.8%	9.5%
5	ESL	2CS	1	25	21	1	84.0%	4.0%
7	ESL	2CS	1	18	17	2	94.4%	11.1%
Subtotal			10	232	219	21	94.4%	9.1%
Total: Basic Skills Courses			49	1,038	884	177	85.2%	17.1%
1	ESL	7	4	103	94	22	91.3%	21.4%
1	ESL	2GW	16	384	288	52	75.0%	13.5%
7	ESL	2GW	1	22	18	3	81.8%	13.6%
Subtotal			17	406	306	55	75.4%	13.5%
1	ESL	2RV	19	369	318	85	86.2%	23.0%
7	ESL	2RV	1	21	15	1	71.4%	4.8%
Subtotal			20	390	333	86	85.4%	22.1%
1	ESL	2GWR	2	48	31	8	64.6%	16.7%
2	ESL	2GWR	1	13	12	7	92.3%	53.8%
5	ESL	2GWR	1	30	23	2	76.7%	6.7%
Subtotal			4	91	66	17	72.5%	18.7%
1	ESL	8	2	46	35	12	76.1%	26.1%
2	ESL	8	1	26	25	3	96.2%	11.5%
4	ESL	8	1	21	18	1	85.7%	4.8%
Subtotal			4	93	78	16	83.9%	17.2%

Note: End Enrollment does not include Withdrawals.

ESL COURSE COMPLETION, FALL 1994

CAMPUS	SUBJ	COURSE	# SECT	END ENRL	A+C+Cr	WITHDR	%A-C,Cr	% Withd
1	ESL	3G	21	509	389	84	76.4%	16.5%
2	ESL	3G	1	13	12	3	92.3%	23.1%
3	ESL	3G	1	27	23	0	85.2%	0.0%
4	ESL	3G	1	15	15	3	100.0%	20.0%
5	ESL	3G	1	16	13	3	81.3%	18.8%
7	ESL	3G	1	14	11	3	78.6%	21.4%
Subtotal			***26***	***594***	***463***	***96***	***77.9%***	***16.2%***
1	ESL	3C	19	429	342	82	79.7%	19.1%
2	ESL	3C	1	10	9	1	90.0%	10.0%
3	ESL	3C	1	24	21	4	87.5%	16.7%
4	ESL	3C	1	20	19	4	95.0%	20.0%
5	ESL	3C	1	15	15	9	100.0%	60.0%
7	ESL	3C	1	26	25	5	96.2%	19.2%
Subtotal			***24***	***524***	***431***	***105***	***82.3%***	***20.0%***
1	ESL	3CG	***3***	***75***	***72***	***14***	***96.0%***	***18.7%***
1	ESL	10	***3***	***50***	***49***	***6***	***98.0%***	***12.0%***
1	ESL	9	12	260	255	27	98.1%	10.4%
4	ESL	9	1	19	18	2	94.7%	10.5%
7	ESL	9	1	22	21	4	95.5%	18.2%
Subtotal			***14***	***301***	***294***	***33***	***97.7%***	***11.0%***
Total:Assoc.Degree Courses			**119**	**2,627**	**2,186**	**450**	**83.2%**	**17.1%**
1	ESL	28	24	643	476	112	74.0%	17.4%
2	ESL	28	1	27	21	5	77.8%	18.5%
4	ESL	28	1	32	27	1	84.4%	3.1%
5	ESL	28	1	4	4	1	100.0%	25.0%
7	ESL	28	1	35	31	2	88.6%	5.7%
Subtotal			***28***	***741***	***559***	***121***	***75.4%***	***16.3%***
1	ESL	40	26	591	454	154	76.8%	26.1%
7	ESL	40	1	25	16	7	64.0%	28.0%
Total: Transfer Courses			**55**	**1,357**	**1,029**	**282**	**75.8%**	**20.8%**
TOTAL			**223**	**5,022**	**4,099**	**909**	**81.6%**	**18.1%**

SOURCE: ICL-80 (Final Grade Distribution), Fall 1994.

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New Course Numbers for ESL

Old Numbers		New Numbers	
ESL	G	ESL	22
	H		32
	Ha		32a
	Hb		32b
	1GW		42
	1RV		44
	1CS		46
	1GWR		48
	7		49
	2GW		52
	2RV		54
	2CS		56
	2GWR		58
	8		59
	3G		60
	3C		62
	3CG		68
	10		71
	28		72
	9		79
	40		82